

**Texas Education Agency  
Standard Application System (SAS)**

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> Write NOGA ID here: Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              MAY - 1 PM 4:14              DOCUMENT CONTROL CENTER           </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>
Trinity Environmental Academy		057849	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
1455584496	10	021600026	
<b>Mailing address</b>		<b>City</b>	<b>State</b> <b>ZIP Code</b>
PO Box 570975		Dallas	TX   75357-

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Jennifer	A	Hoag	CAO
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
972-920-6558	jhoag@triea.org		972-767-0494

**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Michael	J	Hooten	Superintendent/CEO
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
972-920-6558	mhooten@triea.org		972-767-0494

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Michael	J	Hooten	Superintendent/CEO
Telephone #	Email address		FAX #
972-920-6558	mhooten@triea.org		972-767-0494

Signature (blue ink, preferred)



Date signed

5/1/2018

*Only the legally responsible party may sign this application.*

701-18-111-125   RFA #701-18-111; SAS #287-19

**Schedule #1—General Information**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application. However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	Not Applicable			
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$ Not Applicable	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		Not Applicable	
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Trinity Environmental Academy (TriEA), an open enrollment charter school located on the historic Paul Quinn College Campus, in partnership with Communities in Schools of the Dallas Region and other local organizations, propose to operate **TriEA Students On A Road to Success (SOARS)**, a Texas ACE 21st Century Community Learning Center, for out-of-school academic enrichment for our low-income and struggling At Risk-students. There has been little development in this nationally-recognized food desert where crime and violence is common; in this mostly minority community of low-income and under-educated African Americans and Hispanics residents there is limited opportunity for high quality after school and summer enrichment opportunities for their children. The community and campus needs assessment identified priorities that align with the goals of the grant including 1) Improved academic achievement, 2) Improved attendance rates, 3) Improved Behavior 4) Improved Advancement to Next Grade Level, and 5) Improved Course Grades. **TriEA SOARS** seeks to improve the academic achievement, family engagement, and overall scholar support through innovative, research-based activities outside of the school day. **TriEA SOARS** will serve 130 annual regular scholars from two campuses in grades K-4 and 6-8 and 90 parents and family members of those scholars. **Budget-** The budget plan for **TriEA SOARS** included mission-aligned program goals, then translated that strategy into expenses. Improving scholar academic performance through hands-on, minds-on environmental activities and promoting positive social/emotional growth being the two highest priorities; every expense is tied to those goals directly or indirectly. The coordination of existing streams of funding, current practices on campus, local community partner input (Communities in Schools, Seeds to STEM, and Yoga N Da Hood), and in-kind support, allowed this collaborative group to determine a reasonable and realistic budget to serve program participants during 37 weeks of enriching out-of-school time. **Demographics** - Located in one of the highest need neighborhoods in southern Dallas, TriEA currently serves 285 scholars in grades PreK-3 and 6-8. TriEA's scholars are 91% economically disadvantaged, 71% At Risk, with more than 10% receiving Special Education Services, a 38% mobility rate, and a secondary campus recently qualified as an Alternative Education Campus (81% At Risk). Though already outperforming nearby ISD and charters in its first two years, TriEA has been identified as a Focus School, in the school improvement process due to low test scores in comparison to state averages. The goals of **TriEA SOARS** will further the work that has been accomplished since opening in 2015 and extend the high quality instructional opportunities available. **Needs Assessment** - TriEA's needs assessment process through which **TriEA SOARS** was developed has been designed by the TriEA Superintendent and Chief Academic Officer and modeled after best practices through ongoing professional development and research. A wide array of stakeholders including teachers, leaders, parents, community members and partners provide feedback and gather data to determine the efficacy of the process - are the needs of our scholars being met through the identification of needs and associated improvement strategies? The Chief Academic Officer and School Director lead the process for change, updates, and refinements as needed from one semester to the next. **Management Plan** - TriEA's Superintendent will oversee **TriEA SOARS** in coordination with project staff (Project Director, Site Coordinator, and Family Engagement Specialist) to ensure coordinated program delivery and adherence to both federal and state requirements while offering high quality programming. A comprehensive management plan has been developed to support the goals and objectives and of this and other large programs that it executes, including all necessary management elements and control functions to maximize program efficiency such as ongoing planning, financial oversight, data management, human resources management, and continuous monitoring and improvement protocols with embedded feedback from program stakeholders. **Evaluation Plan** - Led by the development of a **TriEA SOARS** logic model, program evaluation will be ongoing. Regular meetings with TriEA leaders, program staff, teachers, parents, and partners will ensure clear communication. Regular data collection, both qualitative and quantitative will be considered in the evaluation process and lead to recommendations for improvement that will be documented and implemented by program staff. **Statutory and TEA Requirements-** **TriEA SOARS** has completely and accurately addressed all statutory and TEA requirements throughout the proposal. **Conclusion** - **TriEA SOARS**, TriEA, and its community partners are committed to providing innovative, high quality, environmentally focused educational experiences for its scholars. The Board of Directors and school leadership will embed sustainability planning into center processes from the beginning of the grant period to grow collaborative partnerships and in-kind support from community stakeholders and supporters to ensure to goals of the grant are accomplished and extended as the school grows.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$237,212	\$	\$237,212
Schedule #8	Professional and Contracted Services (6200)	6200	\$47,500	\$	\$47,500
Schedule #9	Supplies and Materials (6300)	6300	\$5,900	\$	\$5,900
Schedule #10	Other Operating Costs (6400)	6400	\$25,620	\$	\$25,620
Schedule #11	Capital Outlay (6600)	6600	\$2,139	\$	\$2,139
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$318,371
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$318,371</b>

  

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

  

Administrative Cost Calculation	
Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Summer Programming Teacher	2	1	\$8,000
2	Educational aide			\$
3	Tutors - Paul Quinn College Work Program	3		\$18,000
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)	1		\$45,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$181,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$39,162
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$17,050
27	Subtotal substitute, extra-duty, benefits costs			\$54,192
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$237,212</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0.00
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0.00</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Seeds to STEM - STEM Programming	\$40,000
2	Yoga N Da Hood - Social and Emotional Learning Programming	\$4,500
3	Local and Independent Evaluation	\$3,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0.00</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$47,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 057849		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$5,900
<b>Grand total:</b>		<b>\$5,900</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 057849		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,620
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$17,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$21,120
Remaining 6400—Other operating costs that do not require specific approval:		\$4,500
<b>Grand total:</b>		<b>\$25,620</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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RFA #701-18-111; SAS #287-19

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	HP 250 G6 - 15.6" Core i5 7200U - 8 GB RAM - 256 GB SSD - US	3	\$713	\$2,139
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$2,139
<b>Grand total:</b>				<b>\$2,139</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #14—Management Plan

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Three years experience in education and/or social work; Experience in program development, marketing, implementation, evaluation, data reporting, and fiscal management; Working knowledge of local youth service organizations; Minimum Bachelors Degree, Masters Preferred.
2.	Site Coordinator	Three years experience working with high risk children and their families; Knowledge of community resources and local youth service organizations; experience in program delivery and supervision; Minimum Associates Degree, Bachelors preferred
3.	Family Engagement Specialist	Three years' experience in education and/or social work; Strong communication, public relations, and interpersonal skills with people from all social, educational, and economic backgrounds; experience delivering adult education training; Minimum Associates, Bachelors preferred

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved Academic Performance	1. TEKS aligned activities coordinated with school day	09/03/2018	07/31/2019
		2. Targeted small group tutoring and homework help	09/03/2018	07/31/2019
		3. Engaging hands-on activities provided	09/03/2018	07/31/2019
		4. Strengthen parent partnerships to support academics	09/03/2018	07/31/2019
		5. Data driven evaluation to improve activity quality	09/24/2018	07/31/2019
2.	Improved School Attendance	1. Program participation published and promoted	09/03/2018	07/31/2019
		2. Student and family voice represented in activities	09/03/2018	07/31/2019
		3. Strong and consistent communication to families	09/03/2018	07/31/2019
		4. Activities focused on campus needs	09/03/2018	07/31/2019
		5. Targeted service to troubleshoot barriers to attendance	09/24/2018	07/31/2019
3.	Improved Behavior	1. Activities aligned to social/emotional learning practices on campus	09/03/2018	07/31/2019
		2. Engaging character and leadership development activities	09/03/2018	07/31/2019
		3. Provide team-building and group process activities	09/03/2018	07/31/2019
		4. Promote family involvement in school activities	09/03/2018	07/31/2019
		5. Program activities expanded based on campus needs	10/15/2018	07/31/2019
4.	Improved Advancement	1. TEKS aligned activities coordinated with school day	09/03/2018	07/31/2019
		2. Targeted small group tutoring and homework help	09/03/2018	07/31/2019
		3. Parent/family training for academic support	09/03/2018	07/31/2019
		4. Intention recruitment of scholars at risk of failure	09/03/2018	07/31/2019
		5. Engaging hands-on activities provided	09/03/2018	07/31/2019
5.	Improved Course Grades	1. TEKS aligned activities coordinated with school day	09/03/2018	07/31/2019
		2. Data driven small group tutoring and homework help	09/03/2018	07/31/2019
		3. Strengthen parent partnerships to support academics	09/03/2018	07/31/2019
		4. Provide activities to support organizational/study skills	09/03/2018	07/31/2019
		5. Ongoing implementation of best after school practices	09/03/2018	07/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy (TriEA) began the process of determining community needs and resources for TriEA **Scholars On A Road to Success (SOARS)** in the summer of 2017 as part of a comprehensive needs assessment, which included both community and campus needs and engaged a wide range of stakeholders. TriEA-specific and community-wide state and local data were reviewed to include objective state and local reports of academic and financial standing and resources. These data included TAPR, School Report Card, Charter FIRST, STAR 360, Istation, BAS, and more. Additionally, anecdotal input, such as teacher, parent, and student surveys, and small group feedback was collected by the TriEA team. **Community Needs Assessment** - TriEA is located in one of the highest need neighborhoods in southern Dallas, Highland Hills. Prior to opening in 2015, school leaders engaged in a community needs assessment to identify resources and potential partners, particularly those aligned with the need for enriching after school care, as many families interested in enrollment are working. According to the U.S. Census Bureau (2010), in the two zip codes where the vast majority of our scholars reside (75241 and 75216), more than 32% of families live below the poverty line, 24% are without a high school diploma, and the population is mostly Hispanic and African-American (90%). As of the 2017 needs assessment, there has been little development in this nationally-recognized food desert, crime and violence is common and our scholars continue to require opportunities to engage in meaningful after-school enrichment to avoid the path of dropping out of school. **Campus Needs Assessment** - The review of campus data through the comprehensive needs assessment process revealed that TriEA scholars performed below the state averages in reading and math in its first two years of operation, despite significant growth. In the first year (2015-2016), TriEA Reading scores were 46% as compared to State Reading scores of 71%, and TriEA Math scores were 30% compared with State Math scores of 74%. The second year (2016-2017) saw growth, resulting in TriEA Reading scores of 50% compared to State Reading scores of 70%, while TriEA Math scores were at 48% compared to State Math scores of 72%. Despite the gap, TriEA Scholars improved scores by 12% from year 1 to year 2 and outperform nearby ISD and charter middle schools. Currently, TriEA's scholars are 91% economically disadvantaged and 71% At Risk with more than 10% receiving Special Education Services, a 38% mobility rate, and TriEA's secondary campus qualifying as an Alternative Education Campus. For the 2018-19 school year, TriEA will serve approximately 350 scholars in grades PreK-4 and grades 6-8. TriEA's 2017-2018 Campus Improvement Plan identified scholar growth in core content areas (Reading, Math, and Science) to support achievement on state assessments, which subsequently addressed through Targeted Improvement Plans as a part of the TAIS process for school improvement. Parent feedback via surveys and a focus group indicated a need for a variety of outside of school enrichment including social/emotional learning opportunities, language clubs, STEM enrichment, mentorship, and venues to encourage meaningful, flexible parent engagement opportunities. Student surveys were conducted, and scholars also expressed a need for additional physical activities outside of school including yoga, step and dance, hands-on academic enrichment, technology clubs, and outdoor environmental activities. Teacher surveys indicated a need for additional support and resources to enhance social and emotional interventions for scholars with Adverse Childhood Experiences that do not reduce learning time during the school day. TriEA also considered barriers to potential participants, teachers, and program partners, specifically students with special needs, and strategies are currently in place to ensure equitable access to the **TriEA SOARS** program. **Prioritization of Needs** - As a new charter school, Trinity Environmental Academy has a variety of needs, including the opportunity for high-quality after-school experiences. Reflecting on the Texas Education Agency's Strategic Priorities of building a foundation of reading and math and improving low performing schools and the data compiled from the needs assessment process, TriEA developed four priorities and aligned **TriEA SOARS** to support these efforts through an ACE 21st Century Community Learning Center on the TriEA campus. These priorities include core academic enrichment, mission-aligned STEM programs, family engagement, and social and emotional skill development. In early discussions and meetings of **TriEA SOARS** in spring 2018, program stakeholders and the partner organization defined goals that will meet the community and campus needs and then aligned and planned the program activities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

TriEA has a history of strong partnership and collaboration, beginning with our initial partnership with Paul Quinn College, which resulted in a neighborhood and place-based school housed on the college campus, as well as partnerships with campus resources, such as the Paul Quinn College WE Over Me Farm. Additional partnerships with the Sierra Club, Texas A&M Agrilife Extension, Texas Parks and Wildlife Foundation, and other local and statewide organizations have allowed TriEA to provide enriching opportunities for our scholars both during and out of school. These partnerships have demonstrated success; however TriEA requires meaningful and targeted financial support in order to grow the program. Support through the 21st Century Community Learning Center ACE grant will enable TriEA to implement some of these structures in partnership with Communities in Schools of the Dallas Region.

Trinity Environmental Academy's TriEA Scholars On A Road to Success (SOARS) program has planned a partnership with Communities in Schools of the Dallas Region, Inc. (CISDR). CISDR is a 501(c)3 non-profit founded locally in 1985 to address the growing number of high school dropouts in Dallas and surrounding areas. This organization is the Dallas affiliate of the nation's leading evidence-based practitioners of the community school model. Their mission, to connect schools with local resources to improve student outcomes, is consistent with TriEA's focus on serving underserved populations, specifically those at risk of dropping out of school. CISDR's professional staff brings community resources into schools to integrate student supports in a coordinated, caring and cost-effective way. CISDR targets scholars At-Risk of dropping out of school based on the Texas Education Agency's statewide criteria. TriEA SOARS will target and specifically recruit these TriEA scholars, which make up 71% of the student body across both primary and secondary campuses.

CISDR and TriEA will work together to achieve the project objectives through a shared, holistic approach to supporting scholars. This approach will address both their academic readiness and success, as well as their physical and social/emotional well being. CISDR will support families through TriEA SOARS by providing services and activities that increase the parent engagement in a scholar's education experience. Services may include home visits, adult education and classes, family literacy programs, and employment resources, and will be tailored to school and community needs. Academic enrichment supports, aligned to the Texas Essential Knowledge and Skills (TEKS), will be provided through tutoring, targeted academic clubs, and study skills support. Social and emotional learning opportunities for scholars in TriEA SOARS will involve activities that provide guidance on the challenging issues faced by urban teens in poverty, such as conflict resolution, drug and violence prevention, and crisis support. Meanwhile, scholars' capacity for personal success will be built through leadership, character development, and team building activities.

CISDR will coordinate with the TriEA SOARS staff including the Project Director, Family Engagement Specialist, and TriEA Leaders to house a Site Coordinator on campus that attends to the needs of TriEA SOARS participants including their grades, test scores, behavioral issues, attendance, basic needs support, home visits, and myriad other services during After School Owl Enrichment hours, as well as Saturday and summer enrichment camps. The Site Coordinator will work with the Project Director and school leadership to build a team that supports TriEA SOARS across both primary and secondary campuses and coordinates local services to meet needs based on the goals of the program.

The 21st Century Community Learning Center is critical to incubating the TriEA SOARS program. Beyond the grant period, TriEA is committed to continuing the partnership with with CISDR, and will continue to seek funding from a variety of sources establish and ensure sustainable funding for the Site Coordinator and Family Engagement Specialist roles. Such a program is a key area of focus for TriEA, and we continue to inform and educate local philanthropic partners about the importance of such opportunities for TriEA scholars.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID:057849

Amendment # (for amendments only):

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**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**TriEA SOARS** is designed to target the greatest barrier to learning that the scholars at Trinity Environmental Academy face: poverty. Scholars targeted for participation will be those most in need of support in the areas of academic performance, attendance, behavior regulation, and or promotion to the next grade level. The role of the Family Engagement Specialist will be key to promoting and engaging parents in the ways they can support their scholar's learning during and after the school day. From coordinating events and activities to helping families connect to local resources and currently offered opportunities, the Specialist will serve as the primary medium to transition the parent from uninformed bystander to an active advocate, ultimately improving their scholar's outcomes.

**Academic performance** - The **TriEA SOARS** program will provide identified scholars with enriching and engaging services during Owl Enrichment, our mascot namesake, which occurs after school, during Saturday School, and over 6-weeks of summer camps fully aligned with the Texas Essential Knowledge and Skills (TEKS) to improve outcomes on the State of Texas Assessment of Academic Readiness (STAAR). By providing these opportunities, **TriEA SOARS** lengthens the amount of time that our underserved scholars have access to engaging, high-quality instructional opportunities. The Promising Afterschool Programs Study (2007) found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits, as well as reductions in behavior problems among disadvantaged students. **TriEA SOARS** participants will each have a data-driven Individual Success Plan developed at the beginning of the program that will identify strengths and weaknesses in core content areas. Tailored instruction will be led, based on areas of need, to close learning gaps and address the root of the academic challenges the scholar encounters. In addition, the fun and engaging TEKS-aligned enrichment opportunities, that complement tutoring support will motivate scholars and encourage them throughout this extended learning time.

**Attendance** - **TriEA SOARS** will target scholars with documented chronic absenteeism and a history of mobility, which has been an ongoing issue for many of our low achieving scholars since the opening of **TriEA**. Our mobility rate in 2015-16 was 38.2% and will be similar for 2016-17 due to temporary and unstable nature of many of our scholar's living situations, which is common in the low-income Highland Hills and Singing Hills neighborhoods we serve in southern Dallas. Scholars recruited to participate will have a voice in the design of program enrichment activities to ensure genuine interest and engagement in the opportunities offered. The Family Engagement Specialist will have a primary role in communicating to parents the importance of regular school attendance on academic outcomes and work with them to connect to resources to remove barriers that keep their scholar's from coming to school.

**Discipline referrals** - **TriEA** has established restorative practices campus-wide in the past two years however, **TriEA** leaders and the school counselor are aware that many scholars that present chronic behavioral challenges have experienced trauma and challenging home environments. **TriEA SOARS** staff will work with school leaders to identify scholars with numerous Adverse Childhood Experiences and that may have been part of the behavioral Response to Intervention process. Recruitment of these scholars will be a priority, so they may build meaningful relationships and participate in skill building in areas of struggle for social and emotional well-being, such as self-regulation and access to resources to fill basic needs.

**Advancement** - Summer Owl Enrichment Camps will provide for learning opportunities to minimize academic regression during extended absences from school. Researchers at Johns Hopkins University (2007) concluded that two-thirds of the achievement gap between lower- and higher-income youth results from unequal access to summer learning opportunities. These 4 hour camp experiences, aligned to the TEKS, will offer opportunities for scholars to continue learning and hone their academic, as well as social and emotional skills, so they are more successful upon return at the beginning of the school year.

**Works Cited:**

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2), 167-180. doi:10.1177/000312240707200202  
Vandell, D. L., Reisner, E. R., & Pierce, K. W. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. *PsycEXTRA Dataset*. doi:10.1037/e607522011-001

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

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**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The activities proposed for TriEA SOARS were developed to meet the purpose of the 21st CCLC program: core academic support to meet state and local standards; complementary enrichment activities; and family and parent support services. The program activities underscore the Texas ACE goals for improved outcomes for academic performance, course grades, grade advancement, attendance, and behavior. Best practices recommended by the American Institutes for Research (AIR) have been embedded into systems through which TriEA SOARS operates because AIR is one of the world's largest and most respected behavioral and social science research and evaluation organizations. These best practices, such as strong school-day to out-of-school time connections, content expert collaboration, student and family voice and choice, a family commitment to participation, and staff consistency will allow TriEA SOARS to better serve our students and meet the purposes of the 21st CLCC program. TEKS-aligned activities in TriEA SOARS will be connected to the school day content through the use of pacing guides, lesson plans, and data-driven practices to identify and support struggling students in support of their Individual Success Plans. The program will connect to local content experts, such as Seeds to STEM, that will ignite enthusiasm and bring relevance to program participants in the STEM content areas. Seeds to STEM is a nonprofit organization whose mission is to successfully evaluate, educate, and develop students in the areas of science engineering and mathematics for kids from families with low to moderate income in Southern region of Dallas, TX. TriEA SOARS scholars and their families will feel their opinions valued and heard through feedback opportunities on activities. As data from feedback mechanisms such as scholar and family surveys is collected and analyzed, new or improved offerings will be created to best serve the needs of the participants. Consistency is key to the success of TriEA SOARS; for both scholars and their families and our staff as well. Targeted recruitment and engagement of participants will begin immediately as the grant period opens with the benefits and importance of the activities clearly communicated. Regular communication will improve participation and ensure families are connected to center activities and know how to access resources that the center provides. TriEA leaders will work to ensure the best fit for new program staff in coordination with Communities in Schools to improve program success.

The positive impacts of high quality Texas ACE centers has been well documented, particularly those with strong community collaborations. TriEA SOARS intentionally partnered with Communities in Schools of the Dallas Region (CISDR) to benefit from their already existing network of community partners. In addition, TriEA has convened partner organizations that will continue to support the program, including Paul Quinn College, Yoga N Da Hood, and the Sierra Club's Inspiring Connections Outdoors. CISDR's approach has more than 40 years of evidence-based strategies that make their organization the leader in helping children make it to graduation. Their comprehensive activities cover six areas critical to the successful development of a child including: counseling, health and human services, family and parent engagement, career and college readiness, enrichment, and academic support. The partnership with CISDR will allow TriEA to extend its efforts in the areas of dropout prevention, as well as evaluation and continuous improvement. We currently offer individualized instructional programs that make the most of our instructional day and further engage our scholars after school through enrichment in athletics such as volleyball, basketball, and soccer. Enhanced resources will allow TriEA to expand the number of after school clubs to include chess and cooking classes, and get parents and families more involved and aware of school day activities in conjunction with TriEA SOARS, targeting the population of scholars who most need such interventions.

#### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

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By TEA staff person:

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**TriEA SOARS** was designed to support the academic achievement of specifically identified scholars that are struggling through targeted activities that are both engaging and enriching and that involve their families as partners in their journeys to success. To ensure the success of the program, Trinity Environmental Academy strategically aligned with a partner, Communities in Schools, with a track record of improving outcomes for students both academically and their social and emotional well-being. Academic achievement begins with a strong foundation, which many of our scholars lack. Scholars data from universal screeners the first two week week's of school will pinpoint deficiencies in reading and math. From there, Individual Success Plans will be developed for each TriEA SOARS participant that makes recommendations for after school activities, foremost of which is targeted, personalized tutoring with certified teachers or our excellent Paul Quinn College Work Program student tutors. Participants will be engaged in lessons aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR) supporting their growth in the foundational areas of reading and math. **TriEA SOARS** offers activities beyond the regular school day to expand and enrich core content through targeted tutoring and homework help and engaging enrichment activities relevant to urban students. Academic achievement will be accomplished in **TriEA SOARS**: 1) during research-based, After School Owl Enrichment interventions that are TEKS aligned and reinforce areas that students are struggling in during the school day; 2) during Saturday Owl Enrichment where engaging, hands-on activities that enhance and complement the regular school week; and 3) during six weeks of Summer Owl Enrichment Camps that provide opportunities to close learning gaps, inspire creativing and joy, and minimize "summer slide" or loss of learning in math and reading.

**TriEA SOARS** will work closely with community partner organizations to ensure high quality academic enrichment opportunities. The benefits of working with Communities in Schools of the Dallas Region is their connection to resources in the Dallas area. Their history of success has allowed for numerous organization partnerships that promote academic success in students and spark their interest in long term educational goals, many of which will be incorporated into the **TriEA SOARS** program. Potential community engagement through CISDR may include Capital One MathCorps' summer enrichment program for students struggling in math or GEMS (Girls Exploring Math and Science) which is a math, science and technology program offering unique classroom and experiential learning opportunities specifically aimed at building girls confidence in STEM fields. In addition to proven partners like CISDR, local organizations that serve the southern Dallas community such as Seeds to STEM and Yoga N Da Hood will provide meaningful outside of school time support. Seeds to STEM will deliver engaging, TEKS-aligned activities during After School Owl Enrichment in the areas of Science, Technology, Engineering, and Math. These lessons will be interdisciplinary, weaving in literacy, leadership, and artistic skills, in each activity. They will also offer summer camp experience that allow for a deeper dive into exciting topics on chemistry, coding, and forensics. It is critical that our mostly minority scholars see themselves in the roles of future scientists, mathematicians, and engineers. Seeds to STEM partners with industry professionals and organizations that look like our scholars and promote the engagement of underrepresented African American and Hispanic scholars, particularly females, in STEM fields. For many of our At-Risk scholars, the stress and trauma of their life experiences can get in the way of their academic success, despite their best attempts. Our collaboration with Yoga N Da Hood to bring "Mindful Movement" experiences into **TriEA SOARS** will promote the development of both social and emotional skills. Mindfulness and yoga will be taught to encourage self regulation and positive interactions with others. During Summer Owl Enrichment Camps, Yoga N Da Hood will focus on 4th grade girls and 8th grade boys for their Well Girl and Well Boy Camps utilizing nature as a tool to be well. These local collaborations provide for a more holistic approach to improve academic achievement and overall student success that is lasting and builds habits for lifelong learning, a tenet of TriEA's charter since inception.

#### Schedule #16—Responses to Statutory Requirements (cont.)

#### For TEA Use Only

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By TEA staff person:

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy (TriEA) will promote the community learning center by working with local partners and TriEA SOARS stakeholders including Paul Quinn College, Seeds to STEM, Yoga N Da Hood, Communities in Schools of the Dallas Region, the City of Dallas Parks and Recreation Department, and local libraries to market and outreach to the community with all communication in Spanish and English. Advertisements in local newspapers, presentations at apartment and homeowners association meetings and local back-to-school fairs will allow families to learn more about the benefits to their scholar's academic outcomes by participating in center activities. Families that are new to TriEA will learn about TriEA SOARS at their Pre-Attendance Conferences and a dedicated website page with detailed center operational and contact information will be available, and will include ACE branding and that of community collaborators for TriEA SOARS. The community will learn about program outcomes through parent event presentations, Parent/Teacher Organization, and board meeting presentations, where specific brochures and newsletters highlighting program benefits will be featured. Scholars will be excited to find a dedicated space in TriEA's monthly newsletter for TriEA SOARS which highlights activities and resources for families. TriEA's social media promotion will include center highlights and utilize a robo-call system to notify families of currently enrolled scholars or activities; The Texas ACE brand will provide easy recognition and awareness for program partners, community members, and families through banners and signage on and off campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Families participating in **TriEA SOARS** will indicate transportation needs, preferences, and consent for all types of activities associated with the program. There is a need for transportation for a small percentage of our students to and from school each day; however, many of them live in the neighborhood adjacent to the campus. With the extension of center hours, including Saturdays and summer camps, more scholars will need to rely on transportation as many are from single car households, or have no vehicle at all. Scholars will be dismissed from the school day and immediately transition to **TriEA SOARS**. Program staff will coordinate with school day staff to orchestrate dismissal and to ensure a smooth transition to after-school activities, including the maintenance of documentation for scholar sign-in and out. TriEA currently has a van with limited capacity to add additional scholars, particularly while athletics events are being held. Additional transportation will need to be available for reliable transport home after center events end each day.

The majority of **TriEA SOARS** activities will take place at TriEA, located on Paul Quinn College, a 144-acre site, about half of which is wooded with creeks; facilities include the We Over Me Farm, gymnasium, soccer fields, basketball courts, and library. In the event of an off-site destination or field trip, school buses will be rented or TriEA vans will be used to facilitate transportation. Similarly, school buses or vans will be utilized for pick up and drop off, as necessary, during Saturday events, and summer camps, and other out-of-school timeframes.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy (TriEA) will engage and encourage the support of volunteers for TriEA SOARS by capitalizing on the school's location in Dallas' Grow South Education Corridor with access to ideal role models in college students with flexible schedules. A meta-analysis of volunteer tutoring programs in 2009 by Ritter, et. al. found that tutoring programs for K-8 students improved academic achievement, specifically higher scores on assessments related to letters and words, oral fluency, and writing as compared to their peers who are not tutored. TriEA is ideally positioned on the Paul Quinn College Campus with nearby the University of North Texas Dallas and Dallas Community College District's Cedar Valley College. In addition to utilizing paid student tutors through Paul Quinn College's nationally recognized Work Program, TriEA SOARS will coordinate with student organizations on campus to bring in student volunteers to support its tutoring and homework help program. TriEA currently works with UNT Dallas' Office of Experiential Learning to solicit volunteers and interns each fall and spring semester through their orientations where students are able to match their availability with community organizations in need of volunteer support. College student volunteers will assist during After School Owl Enrichment in one-on-one targeted reading assistance, writing projects, and homework help. They may attend and support enrichment activities and field trips as well. All college student volunteers will be trained by TriEA SOARS in school support strategies and surveyed to ensure the best use of their knowledge and skills in support of the center. All volunteers are screened with an annual background check that includes completing a Volunteer Application that details their education, employment, skills and experience, and desire for our scholars. It includes references and a signed statement that allows TriEA to conduct a background check that will include at a minimum a sexual offense registry search, up to a full criminal background depending on how often and to what extent they will be supporting our staff.

**Works Cited:**

Ritter, G. W., Barnett, J. H., Denny, G. S., & Albin, G. R. (2009). The Effectiveness of Volunteer Tutoring Programs for Elementary and Middle School Students: A Meta-Analysis. *Review of Educational Research*, 79(1), 3-38.  
doi:10.3102/0034654308325690

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy is committed to ensuring that the community learning center continues for our scholars and families. We will continue to seek funding for this project through requests to foundations, corporations and philanthropic individuals, as well as through meaningful mobilization of volunteers and committed partner organizations like CISDR. A variety of supportive partners have supported TriEA's mission financially and otherwise since our inception, and we look forward to building upon these efforts by demonstrating the success of the community learning center and its vital importance for our scholars. A preliminary plan to pursuing additional funding and support after the grant ends includes 1) TriEA's Board Development Committee will begin to identify corporate, foundation and government grant funding to sustain the program; 2) TriEA leaders and TriEA SOARS staff will work with program partners to develop a marketing and fundraising campaign to highlight promote program success that will be attractive to potential funders and partners; 3) TriEA SOARS will host open house events for funders to see program activities in action; 4) TriEA SOARS will look to its partners resources and networks to pull in additional funding opportunities and financial resources to support the program 5) TriEA SOARS will be incorporated into the annual fundraising goals for TriEA targeted toward individuals, corporations, and foundations that are TriEA supporters.

Attached you will find letters of support for the sustainability of the TriEA SOARS community learning center from all of our Board of Directors and a list of their names and affiliations for the 2017-2018 school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to be good stewards of public funds, Trinity Environmental Academy (TriEA) will coordinate its numerous federal, state, and local financial resources to promote the holistic improvement of academic and social/emotional well-being of TriEA SOARS participants. TriEA operates a federal school-wide program for Title funds including Title 1 Part A, IDEA B, Title II, Title III, and Title IV supplemental to Foundation School Program funding that the state provides. In addition, TriEA supplements its state funding with mission aligned resources awarded from the North Central Texas Council of Governments (NCTCOG) for its 2016-2017 Solid Waste Grant, for which TriEA developed a Compost Learning Center (EcoBarn); the outdoor classroom that TriEA scholars and teachers use for composting and gardening educational activities on campus. Further, the Texas Parks and Wildlife Department awarded state funds through their CO-OP grant for additional environmentally focused resources including camping and angling skill development in 2016-2018. Many of these materials extend beyond the life of the grant, such as camping equipment and the EcoBarn facility, and will serve as supplemental resources for TriEA SOARS programs that can be utilized during After School and Summer Owl Enrichment activities and coordinated with partners such as Seeds to STEM for hands-on family and scholar activities. Beyond federal and state resources, TriEA has received gifts to support a wide array of programming in its three short years of operation including project based learning curriculum development and training, school library resources, and physical education and wellness curriculum and equipment. We continue those relationships to ensure funding so our scholars continue to receive needed support. In coordinating these multiple revenue sources, TriEA SOARS will supplement, not supplant existing activities, services, and programs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>C e n t e r 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Trinity Environmental Academy 3837 Simpson Stuart Road Dallas, TX 75241		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	057849002				
	<b>Cost per student</b>	\$2,449				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		130	<b>Parent/legal guardian target (In proportion with student target):</b>		90
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>		Trinity Environmental Academy			
	<b>9-digit campus ID number</b>		057849001			
<b>Estimated transportation time</b>		0 minutes (same location)				
<b>C e n t e r 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (In proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>C e n t e r 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (In proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

**Schedule #17—Responses to TEA Program Requirements (cont.)****For TEA Use Only**

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RFA #701-18-111; SAS #287-19

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County-district number or vendor ID: 057849

Amendment # (for amendments only):

<b>C e n t e r 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

  

<b>C e n t e r 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

  

<b>C e n t e r 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057849

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<b>C e n t e r 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

<b>C e n t e r 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

<b>C e n t e r 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

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<b>C e n t e r 1 0</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
					<b>Feeder school #3</b>	
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy (TriEA) will be the fiscal agent for TriEA SOARS as well as the site for the center on the Paul Quinn College Campus at 3837 Simpson Stuart Road in Dallas, Texas. TriEA's Superintendent/CEO, Michael Hooten, will provide supervision and guidance to TriEA SOARS staff including the Project Director, Family Engagement Specialist, and Site Coordinator, allocating approximately 5% of his time to program oversight. His leadership, experience and qualifications in program development, implementation, and management for the past 20 years will provide for a high quality implementation of the program goals and objectives in coordination with School Director, Dean of Curriculum and Teacher Development, Dean of Administration, Special Programs Coordinator, Instructional Coaches, and Teachers. Weekly feedback updates will be provided to the Superintendent/CEO by the Project Director, Family Engagement Specialist, and Site Coordinator on program development, implementation, and monitoring. In addition, quarterly feedback will be provided by the Community Advisory Council representatives, partners, key stakeholders, the evaluator, teachers, and parents as planning, development, implementation and monitoring take place over the grant period.

**Management Plan** - To ensure coordinated program delivery and adherence to both federal and state requirements while offering high quality programming to TriEA SOARS participants, a comprehensive management plan has been developed by TriEA to support the goals and objectives and of this and other large programs that it executes. The management plan includes all necessary management elements and control functions to maximize program efficiency such as ongoing planning, financial oversight, data management, human resources management, and continuous monitoring and improvement protocols with embedded feedback from program stakeholders. The Project Director will also work with the TriEA finance department to track and monitor program expenditures to include monthly status meetings where proposed budget costs and actual expenditures can be compared. To further ensure compliance with federal and state grant requirements, TriEA SOARS program staff will execute an operational plan to include regular input from TriEA Leaders, partners, Community Advisory Council representatives, and additional key stakeholders. This feedback and resulting progress reports will ensure high quality execution of program activities. If objectives or measures and behind targeted goals for the program then an action plan will be developed and shared. TriEA SOARS program staff will also participate in ongoing required and recommended by the Texas ACE model to ensure implementation with fidelity to established guidelines.

**Center Operations** - TriEA SOARS will develop a Texas Education Agency (TEA) approved schedule that will meet or exceed program service requirements which articulates weekly activities for enrolled students. The operation calendar will include at least 35 weeks across the school year and summer terms with each week meeting the minimum of 15 hours per week during the school year and four hours per day for at least four days per week in the summer. School year enrichment activities referred to as "Owl Enrichment" include both After School and Saturday School events for a minimum of 45 minutes. Additional hours will be scheduled on the operation calendar to serve the families of program participants for meaningful engagement in their children's education. Center operations will be supported by three full time staff members including a Project Director, Site Coordinator, and Family Engagement Specialist. Three tutors from Paul Quinn College's Work Program will also provide part-time support weekly for 15 hours for each tutor.

**Budget Plan** - Considerations for the budget plan for TriEA SOARS included TriEA's mission aligned program goals first, then translated that strategy into expenses. Improving scholar academic performance through actual hands-on, minds-on environmental activities and promoting positive social/emotional growth being the two highest priorities - our largest independent costs being Seeds to STEM (Hand-On) and CIS Counseling Services (Emotional) - every other expense is tied to those goals directly or indirectly. Using this proposed grant budget, all the expense details by Function and Object will be loaded into Skyward, our financial information system. On a monthly basis, all grant and foundation school program expenses get a budget to actual and variance analysis, and are reported to the board and shared publicly.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057849

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Trinity Environmental Academy is committed to providing high quality educational experiences for its scholars. To that end, TriEA will utilize program evaluation processes for **TriEA SOARS** that assess its effectiveness toward stated program goals at both the local grant and center-level. In addition to local evaluation processes, an independent evaluator, University of Texas at Tyler Ingenuity Center which was not involved in the design of writing of this grant request, will conduct an annual, comprehensive evaluation. The results of this evaluation will be shared with the community and be utilized to refine grant activities.

**Logic Model - TriEA SOARS** will develop a logic model that will articulate the components of the program and depict the relationships between the resources, activities, and expected program outcomes. This logic model will form the foundation of planning, evaluation, program management and communication. It will allow for greater clarity between the **TriEA SOARS** staff and school day staff and serve as a tool for monitoring program implementation and improvement.

**Regular Meetings** - Clear and consistent communication is central to success of **TriEA SOARS**. Regular meetings between program staff, teachers, TriEA leaders, contractors, partners, and community stakeholders will facilitate clear program expectations, problem solving, reaffirming commitment and boosting morale, and provide a forum for feedback and course correction. These meetings will be key to the evaluation process.

**Data Collection** - A major component of discussion at the regular meetings will focus on data. Both qualitative and quantitative data sources will be collected and analyzed including: program activity type, duration, frequency and attendance; survey feedback from students, families, teachers, partners, and community stakeholders, academic achievement and performance; school day disciplinary referrals and attendance; as well as core course grades and advancement rates for participating scholars. Regular program observation of activities by **TriEA SOARS** staff will ensure quality implementation and indicate the need for change.

**Recommendations for Improvement** - With the support of the Community Advisory Council, **TriEA SOARS** will meet program goals and objectives through ongoing recommendations for improvement from the program staff, school leaders, teachers, students, families, and the evaluator. These recommendations will be published on the website and promoted via email with an associated action plan for implementation.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions - Not Applicable**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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